

to support these developments through expansion of federal resources for the 21st Century Community Learning Center initiative and, in particular, work to assure that an expanded program will be administered by state education agencies in order to connect these resources with state funds being used for similar purposes.

The Council will also increase its monitoring of developments in order to assist states and localities in selecting the most effective strategies for their programs. Answers to these questions are central to further program yields:

1. How are extended learning programs most effectively used to support increased academic achievement without being more of the same “regular school day”?
2. How do extended learning programs support standards-based reform? In what ways should extended learning outcomes be linked with state education standards?
3. How is effectiveness of extended learning programs measured? What evaluation evidence currently exists?
4. What proportion of extended learning opportunities should focus on recreation, responsible civic activity, work-based learning and apprenticeships, technology, leadership skills, or having fun, i.e., developing student capacities beyond the academics?
5. What cooperative agreements among schools, youth, community organizations, cultural institutions such as museums and libraries, colleges and universities, and other entities yield the most effective extended learning results?
6. What combination of funding sources — education, other public funds for youth services, foundation, corporate — are most feasible and likely to result in cost-effective expansion of student participation?

7. What special efforts must be made to increase services of extended learning for students of poverty or at risk of being low performers?
8. How is student health and safety enhanced through participation in extended learning programs?

The Council will provide regular reports to the members and continue its work with key representatives of the states, youth, community organizations, cultural institutions, colleges and universities, foundations, the private sector, and local and state government to help all “seize the moment” for this extremely important opportunity to help *all* students achieve challenging standards.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431
Phone: 202-408-5505
Fax: 202-408-8072
<http://www.ccsso.org>

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS



**EXTENDED
LEARNING
OPPORTUNITIES**

**A STATEMENT OF
THE COUNCIL OF CHIEF
STATE SCHOOL OFFICERS**

November 1999

■ INTRODUCTION

The practice of providing students with after school, weekend, and summer opportunities to expand their learning and participate in a variety of extracurricular activities is long-standing. For the most part, participation has been voluntary, but schools have also required extra time for students who were not meeting standards.

Recently, the provision of more intensive and systematic extended learning has exploded in many school districts, states, and with substantial support of the federal government and foundations. As part of this year's priority of *Students Continually Learning*, the Council of Chief State School Officers has given special focus to the expansion of extended learning opportunities. This brief statement summarizes some key developments in the states which are promising and poses questions which will form the basis for continued monitoring and support during the coming years.

Two major factors underpin the expansion of extended learning. First is the development of challenging standards for all students which are creating the need to provide extra time and additional opportunity for those students who have difficulty meeting standards. The challenge of higher standards is also causing an increase in extended learning for students who are meeting standards in regular school sessions but want to enrich their educational program. Programs and services after school, on weekends, and in the summer are being expanded rapidly to provide for these needs.

Second is the increased condition of both parents, or single parents, working full time. The result is that students are left without adult contact or supervision following the regular school day. Many are in unsafe environments or those that allow them to engage in troubling behaviors. Providing good quality extension of learning and recreation time addresses this need.

Extended learning programs create a powerful dynamic for crafting relationships among schools, youth, community organizations, cultural institutions such as museums and libraries, colleges and universities, and other entities which operate a great variety of programs and services outside of school. In more and more cases, programs are being provided jointly by schools and community organizations, thereby increasing the opportunity for efficient service, both to improve academic achievement and provide enriching, immersing or engaging activity.

■ STATE AND FEDERAL SUPPORT

Several states have enacted programs to support after school, weekend, and summer extended learning. With foundation support, the Council of Chief State School Officers has surveyed six of the states with initiatives. Activities in California, Illinois, Massachusetts, Minnesota, Kentucky and Texas are summarized in a preliminary report on these state efforts. A final report comprised of in-depth profiles will be available Winter 2000. The federal government is providing support for extended learning through the 21st Century Community Learning Centers initiative (21st CCLC). This is one of the fastest growing programs in the U.S. Department of Education. Two-hundred ninety projects are supported around the nation. Schools collaborate with other public, private and non-profit agencies, organizations, local businesses, post-secondary institution, scientific/cultural and other community entities in these programs. In 1998, \$40 million were appropriated for this initiative. Currently, \$200 million supports programs in approximately 1,600 schools in 468 communities. President Clinton has requested \$600 million in the FY 2000 budget which would increase service to approximately 2 million children in nearly 5,000 community learning centers throughout the United States.

■ COUNCIL EFFORTS TO SUPPORT STATE CAPACITY IN EXTENDED LEARNING

The Council of Chief State School Officers is actively advancing state efforts for extended learning, particularly with relation to its work in low-performing schools in need of program improvement. This is a significant focus of the CCSSO Project to Improve Achievement in High Poverty Schools. Economically and educationally disadvantaged students must be engaged in high quality, out-of-school-time experiences and, yet, they are least likely to have them. Without them, these students will continue to lag behind academically and to be at greater risk for engaging in unsafe behaviors. The commitment to serve these students is evidence that the current debate is not whether such programs are necessary, but how to expand the programs with added funds and make the most effective use of school and community facilities and personnel.

Through the support of the Charles Stewart Mott Foundation and Annie E. Casey Foundation, CCSSO's Project to Improve Achievement in High Poverty Schools has an important role in expanding the network of state and district officials implementing and/or replicating high-quality extended learning projects. This includes promoting the use of federal categorical funding, such as in Title I, for extended learning, and promoting reading literacy initiatives as part of extended learning.

■ CONTINUED SUPPORT AND INCREASED MONITORING AND ANALYSIS OF PROGRAMS

This is a period of extensive experimentation with extended learning programs. Different patterns of coordinated services that join schools, community organizations, youth organizations, and private, non-profit and profit-making companies are underway. The Council will continue